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ABSTRACT

Intended as a resource tool for teachers, the document provides information on 35 tests judged by professionals in the field of special education to be used most often by teachers of handicapped students. In part I, a test matrix is presented with six test descriptor dimensions (administrative, response mode, reference, content, emphasis, and category) which are broken down into 40 dimension descriptor terms (such as age/grade, time required, and type of handicapping condition). Each of the tests listed on the test matrix is also included in part II, which consists of a set of test descriptor forms. Forms provide such test information as title, publisher, copyright date, cost, number of levels and forms, description of subtests, estimated time in minutes, type of administrator, scoring, population test was designed for, test interpretation, technical aspects (such as test reliability and validity), and additional comments. Among the tests reviewed are the Adaptive Behavior Scale, Denver Developmental Screening Test, Devereaux Child Behavior Rating Scale, Frostig Developmental Test of Visual Perception, Illinois Test of Psycholinguistic Abilities, Peabody Picture Vocabulary Test, Piers-Harris Children's Self Concept Scale, Slosson Intelligence Test, and the Wide Range Achievement Test. (SBE)

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CORRC/RRC TEST MATRIX

Individual Test Descriptions

EC091340

CORRC

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INTRODUCTION

The CORRC/RRC Test Matrix and Individual Test Descriptions contained herein was produced by CORRC in response to requests from RRCs pertaining to available tests in the field of psychology and education which were most often used by Special Educators. The document, by design, does not purport to identify and list all tests which might have potential for use with handicapped children. Instead, it attempts to identify those tests, judged by professionals in the field, to be those more often used by teachers of handicapped children.

The intent of the document is that it should be used as a resource tool by teachers in increasing their awareness of assessment devices for use with handicapped children. It consists of two parts, a test matrix and a set of test descriptor forms. The Test Matrix is to be used as quick reference tool when selecting assessment devices and is structured so as to aid the user in identifying the test which will be most useful for his needs. Across the top of the matrix are six test descriptor dimensions (i.e., administrative, response mode, reference, content, emphasis, category) which are in turn broken down into forty dimension descriptor terms (e.g., age/grade, criterion, normative, etc.). Each test listed on the test matrix can also be found in the individual test descriptor forms section of the document. These forms provide additional and more detailed information about each of the individual test entries on the matrix. It should be noted, also, that many of the tests can be used to assess more than one behavioral dimension. Where this was obviously the case, multiple entries were made on the matrix.

One should keep in mind that any screening/diagnostic/achievement tool may be significantly affected by the sensitivity of its user. Caution is

suggested in the choice of any test, for only a skilled diagnostician should make the final decision. In addition, consideration should be given to the fact that many tests currently in use discriminate unfairly against minority children and other children with special problems (e.g., visually impaired, perceptual-motor handicapped, etc.). The likelihood of bias occurring against certain groups of children is increased when any single test, or standardized test data alone, are used as a sole determinant for educational decisions.

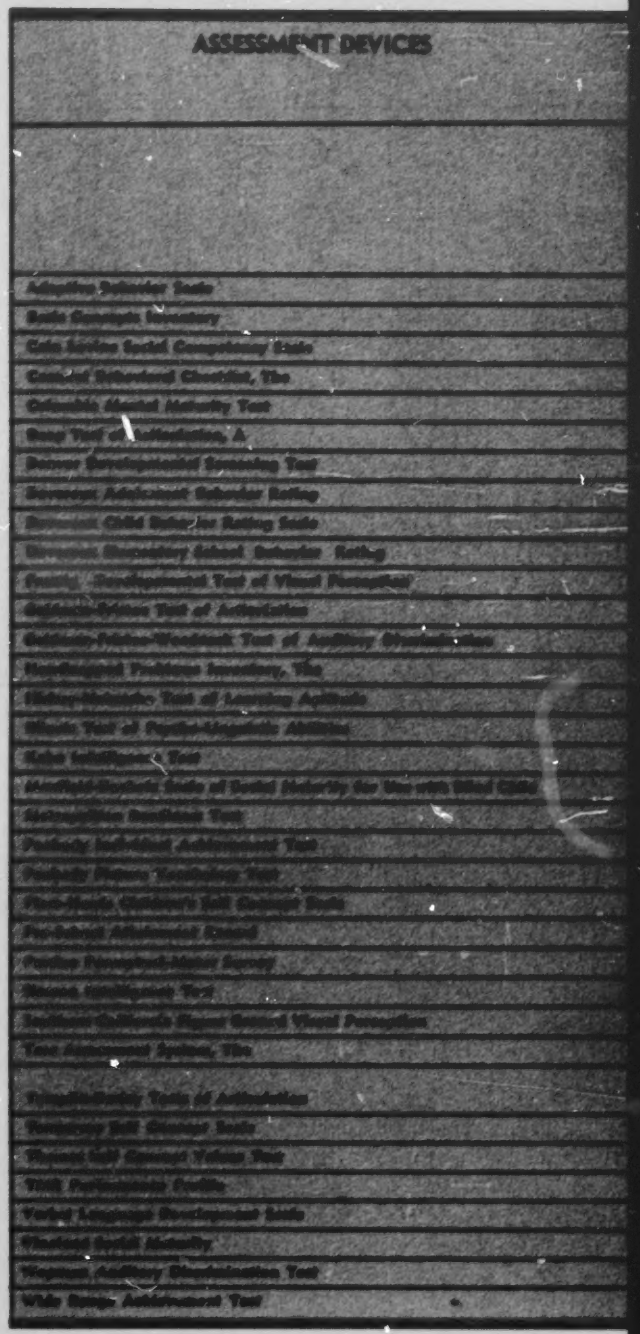
TEST MATRIX

The Test Matrix and correlated Test Description Forms contained herein are a part of the ongoing CORRC effort to disseminate information relevant to assessment, diagnosis and educational prescription for handicapped individuals. This document is intended to provide information available up to the time of publication, and does not represent a final statement with respect to assessment devices. Frequent updating is anticipated.

This Test Matrix is to be used as a quick-reference tool. It is not to be considered authoritative, although additional information on each assessment device can be obtained by referring to the appropriate Test Descriptor Form. Please keep in mind any screening/diagnostic/achievement tool, even the simplest, may be significantly affected by the sensitivity of its user. Caution is suggested in the use of any single test as a sole determinant of assessment data.

It should be noted, also, that many of the tests are used to assess more than one behavioral dimension. Where this was obviously the case, multiple entries were made on the matrix.

For still more comprehensive and authoritative data, the user is referred to such sources as *Buros Mental Measurement Yearbook, Tests in Print*, and/or the administrative manual for the test itself.



CORRC/RRC TEST MATR

DESCRIPTIVE DIMENSIONS

* limited; † intelligence.

ADMINISTRATIVE						RESPONSE MADE		REFERENCE		CONTENT										EMPHAS	
Teacher Administered	Diagnostician Administered	Group Administered	Individual Administered	Age / Grade	Time Required (minutes)	Verbal Response	Non-Verbal Response	Criterion	Normative	Auditory Reception	Visual Reception	Language Development	Motor Development	Self Concept	Behavior	Articulation	School Readiness	Social Development	Concept Inventory	Screening	Diagnostic
	X		X	3-13 years plus 13 years & over	20-30	X	X		X						X			X		X	
X	X		X	3-10 years	15-25	X	X	X											X	X	
X	X		X	5-13 years	untimed	X	X		X									X		X	
X			X	no age limit	untimed		X	X					X		X		X	X		X	
	X		X	3-12 years	15-20		X		X		X†									X	X
	X		X	grade 2 & under; grade 3 & over	not reported	X		X								X					X
X			X	2 weeks - 6 years	15-20	X	X		X			X	X					X		X	
X			X	3-18 years	15				X						X						X
X			X	8-12 years	10-20		X		X						X						X
X			X	kindergarten - grade 6	10		X		X						X						X
X	X	X	X	3-8 years	30-45		X		X		X		X				X				X
	X		X	2 years & over	10	X		X								X					X
X	X		X	4 years & over	15-20		X		X	X										X	X
	X		X	16 years & over	30-35	X			X					X							X
	X		X	3-16 years	45-60		X		X												X
	X		X	2-10 years	45-60	X	X		X	X	X	X									X
X	X		X	1 month & over	not reported	X			X												X
X			X	infancy to 6 years	untimed		X	X									X	X			X
X	X	X		k - grade 1	60		X		X								X				
X	X		X	k - grade 12	30-40	X	X		X											X	X
X	X		X	2.5-18 years	15-20	X	X		X		X						X			X	X
X	X	X	X	3 - grade 12	15-20		X		X					X							
X	X		X	6 months - 7 years	untimed	X	X		X									X		X	
X	X		X	6-10 years	20		X		X		X		X								
X	X		X	1 month & over	0-30	X	X		X		X†						X			X	
X	X		X	4-10 years	5-20		X		X		X										X
X			X	3-16 years	untimed		X	X					X		X		X	X		X	
	X		X	3 years & over	5-15 (screening) 20-40 (diagnostic)	X			X							X				X	X
X	X	X	X	12 years & over	10-20		X		X					X				X		X	X
X	X		X	3-9 years	10-20	X		X						X							
X	X		X	open	untimed	X	X	X										X		X	X
X	X		X	0-15 years	30	X			X*			X									
X	X		X	0-13 years	20-30	X	X		X									X		X	X
X	X		X	5-9 years	5	X			X	X										X	X
X	X		X	5-10 years; 11, 12 & over	20-30	X	X		X											X	X

DRRC/IRRC TEST MATRIX

DESCRIPTIVE DIMENSIONS

	RESPONSE MADE		REFERENCE		CONTENT										EMPHASIS			CATEGORY						
Time Required (Minutes)	Verbal Response	Non-Verbal Response	Criterion	Normative	Auditory Reception	Visual Reception	Language Development	Motor Development	Self Concept	Behavior	Articulation	School Readiness	Social Development	Concept Inventory	Screening	Diagnostic	Achievement	Physically Handicapped	Hard of Hearing	Deaf	Speech Impairment	Visual Handicapped	Blind	Visual Perception
30	X	X		X						X			X		X									
25	X	X	X											X	X									
limed	X	X		X									X		X									
limed		X	X					X		X		X	X		X									
20		X		X		X†									X	X		X	X	X				
reported	X		X								X					X					X			
20	X	X		X			X	X					X		X									
				X						X						X								
20		X		X						X						X								
		X		X						X						X								
45		X		X		X		X				X				X								X
	X		X								X					X					X			
20		X		X	X										X	X								
35	X			X					X							X		X						
60		X		X												X		X	X	X				
60	X	X		X	X	X	X									X		X	X	X	X	X	X	
reported	X			X												X						X	X	
limed		X	X									X	X			X							X	
		X		X								X												
40	X	X		X											X	X	X							
20	X	X		X		X						X			X	X		X						
20	X	X		X					X															
limed	X	X		X									X		X									
		X		X		X		X										X						X
0	X	X		X		X†						X			X									
0		X		X		X										X								X
limed		X	X					X		X		X	X		X									
5 (screening) 40 (diagnostic)	X			X							X				X	X					X			
20		X		X					X				X		X	X								
20	X		X						X												/			
limed	X	X	X										X		X	X								
	X			X*			X														X			
30	X	X		X									X		X	X								
	X			X	X										X	X					X			
30	X	X		X											X	X	X							

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Adaptive Behavior Scale

PUBLISHER: American Association of Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, D. C. 20015

COPYRIGHT DATE: 1969

COST: 7.50 PER: Set

NUMBER OF LEVELS: 2

NUMBER OF FORMS:

SUBTESTS: 111 items covering 24 areas of social and person behavior. For use in evaluating effectiveness in coping with environmental demands.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 20-25 minutes for children
25-20 minutes for adults

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Scoring instructions are somewhat awkward, but with several readings clarity emerges. The scale can be administered by an informant who is well acquainted with the child.

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Pre-school and over

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Emotionally disturbed and mentally retarded

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

No

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Mean scores by sex and levels of intelligence

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Designed primarily for residential use, the scales are not limited to this population.

TECHNICAL ASPECTS

VALIDITY: Not Reported

RELIABILITY: Inter-rater reliability, for adult form, ranges from .40 to .86 on the 24 scales

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

The authors include, for potential scoring and key punching, a computer program for administrator use if desired.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: The Basic Concept Inventory (Field Research Edition)

PUBLISHER: Follett Educational Corporation
1010 West Washington Blvd
Chicago, Illinois 60607

COPYRIGHT DATE: 1967

COST: 2.97 PER: 15 tests; 2.58 per set of picture cards; 2.16 per manual

NUMBER OF LEVELS:

NUMBER OF FORMS: 1

SUBTESTS: Basic concepts; statement repetition and comprehension; pattern awareness

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 15-25 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Racially (but not socio-economically) integrated pictures

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Pre-school and kindergarten

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Culturally disadvantaged pre-school and kindergarten children, slow learners, emotionally disturbed and the mentally retarded.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Considerable verbalization is required

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

No

EXPRESSED BY:

None

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes-Total score per subtest

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Large portion of manual dedicated to suggestions for remediation for special errors

TECHNICAL ASPECTS

VALIDITY: Not reported

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:

A criterion-referenced measure

ADDITIONAL COMMENTS

The inventory is designed as a criterion-referenced measure

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Cain-Levine Social Competency Scale

PUBLISHER: Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

COPYRIGHT DATE:

COST: 3.85 PER: 25 tests

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS:
1. Self Help
2. Initiative
3. Social Skills
4. Communication

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 45 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

No time given - 44 activities are assessed. Thorough knowledge of test items and interview strategies is needed.

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

5-13 Years

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Trainable mentally retarded

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

The scale is administered to a person other than subject

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Subtest

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Weighted scoring procedures included for males

TECHNICAL ASPECTS

VALIDITY: Not reported

RELIABILITY: Retest reliability after 3 weeks is .98 for total score, and .88 and .97 for subscales

OTHER TECHNICAL CONSIDERATIONS:

Use of this test with children of higher I.Q. level (than 25-29) would present a distorted picture of social competence.

ADDITIONAL COMMENTS

Provides index for evaluating child's progress in any of the sub-areas defined by the manual. Can also be used in grouping children and planning future training programs.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Camelot Behavioral Checklist

PUBLISHER: Camelot Behavioral Systems
P.O. Box 607
Parsons, Kansas 67357

COPYRIGHT DATE: 1974

COST: PER:

NUMBER OF LEVELS:

NUMBER OF FORMS:

SUBTESTS: 339 behavioral objectives which are further summarized under 40 sub-domains and 10 domains

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 15-30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Must know child

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

All ages

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Mentally retarded

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

No

EXPRESSED BY:

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Behavioral checklist of what the person can and cannot do

TECHNICAL ASPECTS

VALIDITY: Not reported

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

Can be completed from memory or from direct observation

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Columbia Mental Maturity Scale, Revised Edition

PUBLISHER: Harcourt, Brace and World, Inc.
757 Third Avenue
New York, New York 10017

COPYRIGHT DATE: 1954-1959

COST: 35.00 PER: Set

NUMBER OF LEVELS:

NUMBER OF FORMS: 1

SUBTESTS: Designed to measure the intelligence of handicapped children

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 15-30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Non-verbal test, minimal motor response. Trained observation required.

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Pre-school to 8th grade

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Non-verbal

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

The CMMT has been used with deaf children and found to be beneficial as an intelligence measure with this group.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

No

EXPRESSED BY:

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Norms to interpret the performance of the child should be utilized with caution.

TECHNICAL ASPECTS

VALIDITY: Correlates in low 80's with M.A. on P.P.V.T.

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:

The test yields useful information for the psychometrist but may be misleading to educators.

ADDITIONAL COMMENTS

The CMMT is considered to be highly visually loaded

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: A Deep Test of Articulation

PUBLISHER: Stanwix House, Inc.
3020 Chartiers Avenue
Pittsburgh, Pennsylvania 15204

COPYRIGHT DATE: 1964

COST: 17.00 PER: Set

NUMBER OF LEVELS: 2

NUMBER OF FORMS: 1

SUBTESTS: Tests of specific ballistic movement through which speech sounds may be studied as parts of movement sequences.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: Not reported

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Test is not a screening device. Score sheet should be analyzed to determine which contexts are correctly produced, so that if warranted, therapy can begin by practicing on those contents.

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Grade 2 and under; grade 3 and over

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Speech handicapped

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

No

EXPRESSED BY:

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

It is not a diagnostic test; value lies mainly in the therapy direction it can provide.

TECHNICAL ASPECTS

VALIDITY: Difficult to determine

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:

Administration time will vary with the number of sounds examined

ADDITIONAL COMMENTS

None

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Denver Developmental Screening Test

PUBLISHER: Ladoca Project and Publishing Foundation, Inc.
East 51st Avenue and Lincoln Street
Denver, Colorado 80216

COPYRIGHT DATE: 1970

COST: 6.25 PER: Kit of objects; 1.00 per manual; 1.00 per 100 tests

NUMBER OF LEVELS:

NUMBER OF FORMS:

SUBTESTS: Gross motor, fine motor adaptive, language and personal social

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 15-20 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Requires direct observation or association with the child.
Scoring is pass-fail.

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

6 weeks to 6.4 years

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

No

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Developmental levels

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Comparisons across subtests are made on the basis of CA attainment.

TECHNICAL ASPECTS

VALIDITY: Not reported

RELIABILITY: .90 to 1.0 agreement of each item

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

1. Use with caution with non-white middle class children
2. Use under 30 months of age should be discouraged since it has questionable reliability.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Devereux Adolescent Behavior Rating

PUBLISHER: Devereux Foundation Press (The)
Devon, Pennsylvania 19333

COPYRIGHT DATE: 1967

COST: 4.50 PER: Set

NUMBER OF LEVELS:

NUMBER OF FORMS: 1

SUBTESTS: Profiles 15 problem behavior dimensions characteristic of youngsters aged 13 to 18

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 15 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

The scale is designed to be useable by non-professionals

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Junior high and high school

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Normal and emotionally disturbed

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

No

EXPRESSED BY:

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

The test administrator should be familiar with psychological terminology

TECHNICAL ASPECTS

VALIDITY: Not reported

RELIABILITY: Adequate

OTHER TECHNICAL CONSIDERATIONS:

A median correlation of .42 between ratings of independent raters is reported

ADDITIONAL COMMENTS

The scale is more suited for very disturbed adolescents. The scale will not prove useful for making fine discriminations among normal children.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Devereux Child Behavior Rating Scale

PUBLISHER: Devereux Foundation Press (The)
Devon, Pennsylvania 19333

COPYRIGHT DATE: 1966

COST: 4.50 PER: Set

NUMBER OF LEVELS:

NUMBER OF FORMS: 1

SUBTESTS: Assessment of atypical children ages 8 through 12

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 10-20 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Raters should observe the child and have knowledge of the given child's general behavior

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Third grade through junior high

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Emotionally disturbed and mentally retarded

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY: Ratings on 17 different subparts of the scale

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Moderately useful as a classification instrument used for assigning children to groups (either diagnostic or treatment) or for assessing behavioral changes.

TECHNICAL ASPECTS

VALIDITY: Not reported

RELIABILITY: Median correlation between two raters was .83. Retest reliability over a one week period was .83.

OTHER TECHNICAL CONSIDERATIONS:

The 17 subpoints of the scale were derived from factors analyzing the responses of 736 normal, mentally retarded and atypical children.

ADDITIONAL COMMENTS

None

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Devereux Elementary School Behavior Rating

PUBLISHER: Devereux Foundation Press (The)
Devon, Pennsylvania 19333

COPYRIGHT DATE: 1966-67

COST: 4.50 PER: Set

NUMBER OF LEVELS:

NUMBER OF FORMS: 1

SUBTESTS: The scale contains 11 factor scales and 3 item scores

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 10 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Designed for use by elementary school teachers.
Observation of the child is required.

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Elementary grades

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Problem behaviors

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Subtests

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Comparisons can be made across subtests by using the profile sheet supplied with the scale.

TECHNICAL ASPECTS

VALIDITY: Is lacking

RELIABILITY: Short term (one week) stability of .87.

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

Test should be administered by someone who has at least one month's experience with the child. Test provides a profile of 11 dimensions of overt problem behavior.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Marianne Frostig Developmental Test of Visual Perception

PUBLISHER: Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

COPYRIGHT DATE: Revised, 1966

COST: 3.00 PER: Manual; .60 per Test Booklet

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS:
1. Eye motor coordination
2. Figure-ground
3. Form constancy
4. Position in space
5. Spatial relations

ADMINISTRATION

INDIVIDUAL OR GROUP: Small group; handicapped should be tested individually

ESTIMATED TESTING TIME: 45-60 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☐ MODERATE ☒ DIFFICULT

OTHER CONSIDERATIONS:

Thorough familiarity with test and experience with individual administration at all levels is suggested

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Ages 3-8, but designed mainly for use with young children.

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

No

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

May be used for deaf, hard of hearing, or non-English speaking.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

A total perceptual quotient or by scaled scores, age equivalents and raw scores by subtests.

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Test yields invaluable information regarding child's methods of processing information and his level of functioning in activities which have been found important in academic achievement.

TECHNICAL ASPECTS

VALIDITY: Total sample correlations with MA and CA are -.81 and -.80 respectively.

RELIABILITY: Retest reliability is .98 using the full range of ages.

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

The primary use of this test is to identify those children who need special perceptual training.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Goldman-Fristoe Test of Articulation

PUBLISHER: American Guidance Services, Inc.
Publishers Building
Circle Pines, Minnesota 55014

COPYRIGHT DATE: 1969

COST: 18.00 PER: Set

NUMBER OF LEVELS:

NUMBER OF FORMS: 1

SUBTESTS: Sounds in words, sounds in sentences and stimulability

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 10 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☐ MODERATE ☒ DIFFICULT

OTHER CONSIDERATIONS:

Clinician is required to make judgments of correctness between phonemes within one word.

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Pre-school and over

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

All handicapped populations

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

No

EXPRESSED BY:

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Subtest and total scores are not recommended for use in test interpretation.

TECHNICAL ASPECTS

VALIDITY: Reliability and validity data are available; however, for only one of the three subtests

RELIABILITY:

OTHER TECHNICAL CONSIDERATIONS:

ADDITIONAL COMMENTS

Testing form is difficult to use.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Goldman-Fristoe-Woodcock Test of Auditory Discrimination

PUBLISHER: American Guidance Services, Inc.
Publishers Building
Circle Pines, Minnesota 55014

COPYRIGHT DATE: 1970

COST: 18.50 PER: Kit

NUMBER OF LEVELS:

NUMBER OF FORMS: 1

SUBTESTS: There are two subtests:

1. the noise subtest is intended to assess auditory discrimination in realistic noise situations
2. the Quiet Subtest measures auditory discrimination in quiet settings.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 15-20 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Test is time consuming but test manual is clear and detailed procedures for administration and scoring are given.

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Ages 4 and over

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

No

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Speech-sound discrimination scores are obtained under two conditions, quiet and background noises.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Percentiles

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Performance can be compared with established group norms. Group comparison reported by authors indicate that the test is relatively independent of some subtest characteristics other than speech-sound discrimination.

TECHNICAL ASPECTS

VALIDITY: Good

RELIABILITY: Test-retests are .87 and .81

OTHER TECHNICAL CONSIDERATIONS:

Test kit equipment must be in adequate condition to administer test.

ADDITIONAL COMMENTS

The test appears to discriminate among various clincial groups, e.g., hard-of-hearing, EMR, speech and language problems.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: The Handicapped Problems Inventory

PUBLISHER: George N. Wright and H. H. Rimmers University Book Store
360 State Street
West Lafayette, Indiana 47906

COPYRIGHT DATE: 1960

COST: 3.00 PER: 25 Tests

NUMBER OF LEVELS:

NUMBER OF FORMS: 1

SUBTESTS: Check list of 280 items, areas include personal, family, social, vocational sub-areas.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 30-35 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

None

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

16 years and over

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Disabled population

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Test requires the use of language

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

No

EXPRESSED BY:

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Only counselors well trained in clinical psychology should attempt to analyze emotional feelings which might be exhibited during the test.

TECHNICAL ASPECTS

VALIDITY: Not reported

RELIABILITY: Range from .91 to .95 for subtests

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

Test is an estimate of the impact of disability as the client sees it and is able to verbalize it.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Hiskey-Nebraska Test of Learning Aptitude
(A revision of 1941 Nebraska Test of Learning Abilities)

PUBLISHER: Marshall S. Hiskey (the author)
5640 Baldwin
Lincoln, Nebraska 68508

COPYRIGHT DATE: 1941, 1966

COST: 56.00 PER: Set

NUMBER OF LEVELS:

NUMBER OF FORMS: 1

SUBTESTS:
1. Read patterns
2. Memory for Color
3. Picture Identification
4. Picture Association
5. Paper Folding
6. Visual Attention Span
7. Grammatic Closure
8. Completion of Drawings
9. Memory for Digits
10. Puzzle Blocks
11. Picture Analogies
12. Spatial Reasoning

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 45-60 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

An experienced psychometrician needs only a few practice sessions to master the basic administrative procedures.

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Ages 3-16

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Deaf (and hearing)

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

L.A. (learning age) for deaf students
M.A. (hearing age) for hearing students

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

No breakdowns by sex or race are provided

TECHNICAL ASPECTS

VALIDITY: For the deaf, subtest inter-correlations range from .33 to .74 (ages 11-17)

RELIABILITY: Split-half reliabilities reported are for wide range populations: .95 for the deaf and .93 for the hearing (3-10); .92 and .90 (ages 11-17)

OTHER TECHNICAL CONSIDERATIONS:

Test-retest information and standard errors of measurement information are needed.

ADDITIONAL COMMENTS

This test is considered to be good for assessing the "book learning" capability of deaf children.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Illinois Test of Psycholinguistic Abilities

PUBLISHER: University of Illinois Press (The)
Urbana, Illinois 61801

COPYRIGHT DATE: 1968 (1961-1968)

COST: 43.50 PER: Set; 7.75 per 25 record forms; 5.75 per manual

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS:

Auditory Association, Verbal Expression, Grammatic Closure, Auditory Reception, Visual Reception, Visual Sequential Memory, Auditory Sequential Mememory, Visual Association, Visual Closure, Manual Expression, Auditory Closure, and Sound Blending

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 45-60 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Fairly complicated test to administer without minimum use experience. Scoring procedures are detailed and clear.

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Ages 2-10

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Especially useful for children with learning disabilities

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Designed to determine the psycholinguistic abilities and inabilities of moderate and mildly handicapped children.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Standard scores

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Much vocabulary and pictoral matter assumes wide cultural and/or language experience.

TECHNICAL ASPECTS

VALIDITY: Adequate

RELIABILITY: Differences among subtests are seen as highly reliable, profile is moderately reliable over time intervals of 4-6 months; tests are reasonably reliable for each age level.

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

Developed to correspond to Osgood's 3-dimensional model of psycholinguistics.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Kahn Intelligence Test

PUBLISHER: Psychological Tests Specialists
Box 1441
Missoula, Montana 59801

COPYRIGHT DATE: 1960

COST: 26.00 PER: Set

NUMBER OF LEVELS:

NUMBER OF FORMS: 1

SUBTESTS:

Main scale plus 6 optional scales. Brief scale, concept formation, recall,motor coordination, scales for use with deaf, scales for use with the blind.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: Not reported

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☐ MODERATE ☒ DIFFICULT

OTHER CONSIDERATIONS:

Test is weakest at the youngest levels. Test instructions become rather complex at the older age levels.

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

One month and over

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Verbally or culturally handicapped

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Person must understand language

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

No

EXPRESSED BY:

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Little value as an infant test because of inadequate sampling of abilities at this age level.

TECHNICAL ASPECTS

VALIDITY: Validity coefficient of .75 based on correlation of M.A.'s on the K.I.T. and Stanford-Binet.

RELIABILITY: Test-retest of .94 based on subject's M.A.

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

Requires understanding of language. Few verbal responses are required.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Maxfield-Bucholz Scale of Social Maturity with Pre-School

PUBLISHER: American Foundation for the Blind, Inc.
15 West 16th Street
New York, New York 10011

COPYRIGHT DATE: 1958

COST: .75 PER: Manual; .10 per Record Form

NUMBER OF LEVELS:

NUMBER OF FORMS: 1

SUBTESTS:

Self-help general; self-help dressing; self-help eating; communication; socialization; locomotion and occupation.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: One Hour

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Direct observation necessary. Periodic reassessment is recommended.

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

0-6 C-A

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Pre-school blind children

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Social quotient and C.A.

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

The categories are not expected to be mutually exclusive, rather they place emphasis, developmentally speaking, on the outstanding element of a given item.

TECHNICAL ASPECTS

VALIDITY: Tends to be valid on a whole scale.

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:

Scale is a means of social maturation, not of intelligence.

ADDITIONAL COMMENTS

Emphasis is placed on what the child habitually does in his everyday activities, rather than on what he can do.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Metropolitan Readiness Test

PUBLISHER: Harcourt, Brace and Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

COPYRIGHT DATE: 1969

COST: 8.20 PER: 35 Tests

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 2 (A & B)

SUBTESTS:

Word meaning, listening, matching, alphabet, numbers, copying, draw-a-man, total

ADMINISTRATION

INDIVIDUAL OR GROUP: Group

ESTIMATED TESTING TIME: 30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Scoring presents no problem except for the copying subtest for which subjective judgment is involved.

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Kindergarten through 1st grade

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

No

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Smaller groups are desirable if pupils are known to be immature or retarded.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Total score and subtest

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Total scores, stanines, letter ratings, and percentiles provided.
Subtest scores - only letter ratings provided.

TECHNICAL ASPECTS

VALIDITY: Inter-correlations among subtest scores range .36 to .64 with 3-5 month intervals, .81 and .78.

RELIABILITY:

OTHER TECHNICAL CONSIDERATIONS:

ADDITIONAL COMMENTS

When a second test with an alternate form is given within a week or so after a first test, a slight increase in score due to practice may be expected.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Peabody Individual Achievement Test

PUBLISHER: American Guidance Services, Inc.
Publishers Building
Circle Pines, Minnesota 55014

COPYRIGHT DATE: 1970

COST: 24.00 PER: Kit

NUMBER OF LEVELS: K thru 12

NUMBER OF FORMS: 1

SUBTESTS:

Reading Recognition, Reading Comprehension, Mathematics, Spelling, General Information

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: Each subtest takes about 20 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Detailed study of manual is necessary. Administration of items is determined by the basal and ceiling scores.

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Kindergarten through 12

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

No

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Reading, vision, speech and gross motor (not writing) are required.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Subtests

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Screening device obtains a quick estimate of educational performance levels.

TECHNICAL ASPECTS

VALIDITY:

RELIABILITY: Overall of .78 for all subtests at all levels. Total test is .89. Reading comprehension .64. Reading recognition .89.

OTHER TECHNICAL CONSIDERATIONS:

Test manual indicates that obtained score does not vary more than one standard error of measurement from true score 67% of the time.

ADDITIONAL COMMENTS

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Peabody Picture Vocabulary Test

PUBLISHER: American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

COPYRIGHT DATE: 1965

COST: 3.00 PER: 50 Individual Forms; 10.00 per 25

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 2 (A & B)

SUBTESTS:

None

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual for children under 9 years.
Croup test over 9 years.

ESTIMATED TESTING TIME: 15 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Quiet room. Scoring is the total number of correct responses.

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

2.5 years to 18 years

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Language

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

M.A. or I.Q.

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Norms restricted to Nashville, Tennessee populations.
I.Q. of students provided a composite normal probability curve.

TECHNICAL ASPECTS

VALIDITY: Adequate

RELIABILITY:

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

None

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Piers-Harris Children's Self Concept Scale

PUBLISHER: Counselor Recordings and Tests
Box 6184, Acklen Station
Nashville, Tennessee 37213

COPYRIGHT DATE: 1969

COST: 2.25 PER: Set

NUMBER OF LEVELS:

NUMBER OF FORMS: 1

SUBTESTS:

80 declarative statements worded to indicate a positive self-concept and slightly more than half to indicate a negative self-concept.

ADMINISTRATION

INDIVIDUAL OR GROUP: Group or individual

ESTIMATED TESTING TIME: 15-20 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

None

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Grades 3-12

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

No

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Percentiles and stanines

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

None

TECHNICAL ASPECTS

VALIDITY: Adequate

RELIABILITY: Retest scores range from .71 to .77

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

Scores increase slightly with retesting.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Pre-School Attainment Record

PUBLISHER: American Guidance Services, Inc.
Publishers Building
Circle Pines, Minnesota 55014

COPYRIGHT DATE: 1966-67

COST: 1.50 PER: Set

NUMBER OF LEVELS:

NUMBER OF FORMS: 1

SUBTESTS:

Physical, social, mental and language attainment of children - 6 months to 7 years. Eight areas of attainment are measured. They are:

1. Ambulation
2. Manipulation
3. Rapport
4. Communication
5. Responsibility
6. Information
7. Ideation
8. Creativity

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 30 minutes

TYPE OF ADMINISTRATOR: [X] PARENT [X] TEACHER [ ] DIAGNOSTICIAN

SCORING: [X] EASY [ ] MODERATE [ ] DIFFICULT

OTHER CONSIDERATIONS:

A respondent procedure is used. Any adult closely associated with the child can administer the P.A.R. Instructions for administration and scoring are clear and easy to interpret.

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Pre school to third grade

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

All handicapped populations

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Attainment Age

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

The procedure of using precise numerical scoring may be open to criticism because of the possibility of subjectivity of the adult's report on the child and the impreciseness of the behavior measures.

TECHNICAL ASPECTS

VALIDITY: Not reported

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

Should prove useful in evaluating the developmental strengths and weaknesses of young children with physical, emotional or cultural development difficulties.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Purdue Perceptual Motor Survey

PUBLISHER: Merrill Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216

COPYRIGHT DATE: 1966

COST: 10.00 PER: Manual and 25 record forms

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS:

Balance and Posture, Body Image and Differentiation, Perceptual Motor Match, Ocular Control and Form Perception.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 20 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Some materials are needed. Scoring is somewhat subjective, but easy to interpret. Administration requires a thorough review of manual.

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Ages 6-10

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Requires ability to understand and follow directions, subject must be ambulatory. Purpose of test is to observe perceptual-motor behaviors and to isolate areas which may need further study.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

No

EXPRESSED BY:

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes, qualitative

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Qualitative scale which designates areas for remediation

TECHNICAL ASPECTS

VALIDITY: Not reported

RELIABILITY: Retest is .95 (N=30)

OTHER TECHNICAL CONSIDERATIONS:

Factor analysis shows lack of stability of traits measured through 4th grade.

ADDITIONAL COMMENTS

Should be considered a survey of several types of skills rather than a test. Focuses primarily with motor skills as they relate to perceptual development.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Slosson Intelligence Test for Children and Adults

PUBLISHER: Slosson Educational Publications, Inc.
740 Pine Street
East Aurora, New York 14052

COPYRIGHT DATE: 1963

COST: 5.00 PER: Kit

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS:

Oral Reading Test (SORT) is included in manual.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 10-30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Heavy emphasis on language skills

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

One month and over

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

No

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Special considerations for testing handicapped are included in the manual.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

No

EXPRESSED BY:

Ratio I.Q. provided

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Standard error of measurement is 4.3

TECHNICAL ASPECTS

VALIDITY: High, but confusing when correlated with other tests, e.g., Wechsler Full Scale I.Q.

RELIABILITY: Test-retest, coefficient of .97 was obtained (2 month interval) on 139 subjects from age 4-50 years.

OTHER TECHNICAL CONSIDERATIONS:

Useful as a quick screening instrument for both children and adults.

ADDITIONAL COMMENTS

Many consider the S.I.T. to be representative of a "short form" Stanford-Binet. Ease and speed of administration and scoring are its strengths.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Southern California Figure Ground Visual Perception Test

PUBLISHER: Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, California

COPYRIGHT DATE: 1966

COST: 15.00 PER: Kit

NUMBER OF LEVELS:

NUMBER OF FORMS: 1

SUBTESTS:

Visual perception of a foreground figure on a rival background

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 5-20 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Timing variable confusing

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

4-10 years

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Designed to assess visual perception

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Age levels, standard scores

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

No statistics indicating I.Q. distribution of sample; not all neurological disorders show dysfunction on the figure-ground perceptual test.

TECHNICAL ASPECTS

VALIDITY: Not clearly described in the manual

RELIABILITY: Retest correlations ranged from .37 to .52 after one week.

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

Reliability is subject to serious question.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: The TARC Assessment System

PUBLISHER: H & H Enterprises, Inc.
P.O. Box 3342
Lawrence, Kansas 66044

COPYRIGHT DATE: 1975

COST: 5.95 PER: Manual, 10 Assessment Forms

NUMBER OF LEVELS:

NUMBER OF FORMS: 1

SUBTESTS:

Self-help: motor; communication; social

ADMINISTRATION

INDIVIDUAL OR GROUP: Both

ESTIMATED TESTING TIME: 15-30 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Stresses the observation of the behavioral characteristics of the child.

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Ages 3-16

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Severely handicapped, young children only

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Standard scores

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

A profile sheet is included in assessement packet for plotting of individual subtest scores and for comparison across subtests.

TECHNICAL ASPECTS

VALIDITY: Not reported

RELIABILITY: Test-retest proved .80 or greater

OTHER TECHNICAL CONSIDERATIONS:

Standardized reliability is up to 18 months.

ADDITIONAL COMMENTS

Child must be observed a minimum of 3 weeks in group or class setting.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Templin-Darley Test of Articulation

PUBLISHER: Bureau of Educational Research and Service
University of Iowa
Iowa City, Iowa 52240

COPYRIGHT DATE: 1960-69

COST: 5.00 PER: Set

NUMBER OF LEVELS:

NUMBER OF FORMS: 1

SUBTESTS:

Provides speech pathologist with a means of sampling an individual's habitual and optimum phoneme productions.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual or group

ESTIMATED TESTING TIME: 5-15 minutes (screening), 20-40 minutes (diagnostic)

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Response scored right or wrong

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Pre-school and over

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Speech

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Test requires language and vision

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

13 raw scores can be computed, each indicating a category of phoneme unit

CAN COMPARISON BE MADE ACROSS SUBTESTS?

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Extremely useful of the measure of phoneme acquisition of obtained raw scores which may be compared with normative data on 3-8 year old children.

TECHNICAL ASPECTS

VALIDITY: Not reported

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

Specific segments of the test are intended for screening purposes and to assist in differential diagnosis procedures.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Tennessee Self Concept Scale

PUBLISHER: Counselor Recordings and Tests
Box 6184, Acklen Station
Nashville, Tennessee 37210

COPYRIGHT DATE: 1964-1965

COST: 2.50 PER: Set

NUMBER OF LEVELS:

NUMBER OF FORMS: 2

SUBTESTS:

Self-concept and self-criticism

ADMINISTRATION

INDIVIDUAL OR GROUP: Group and Individual

ESTIMATED TESTING TIME: 10-20 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Self administering scale. Should be given by diagnostician only.

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Junior high and over

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

No

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Must have minimum of sixth grade reading level

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

No

EXPRESSED BY:

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

A total positive score can be obtained which reflects overall level of self-esteem and subscores can be obtained for individual subtests.

TECHNICAL ASPECTS

VALIDITY: Not reported

RELIABILITY: Test-retest reliability is in the high 80's.

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

The scoring procedures for the scale are quite cumbersome and the scores obtained and the scoring procedures used are similar to those of the Minnesota Multiphasic Personality Inventory.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Thomas Self Concept Values Test (Experimental Form)

PUBLISHER: Combined Motivation Education Systems, Inc.
6300 River Road
Rosemont, Illinois 60018

COPYRIGHT DATE: 1967-69

COST: 24.00 PER: Set

NUMBER OF LEVELS:

NUMBER OF FORMS: 1

SUBTESTS:

Assesses the self-concept of young children using the self-report format

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 10-20 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

No reading is required by examinees

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Pre-school to 5th grade

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

No

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

No

EXPRESSED BY:

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Item analysis data is supplied in administrator manual.
Profile sheet is included.

TECHNICAL ASPECTS

VALIDITY: Limited

RELIABILITY: Retest estimate is .78 for the total score

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

None

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: T.M.R. Performance Profile

PUBLISHER: Reporting Service for Children
563 Westview Avenue
Ridgefield, New Jersey 07657

COPYRIGHT DATE: 1963

COST: .95 PER: pupil

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS:

Social behavior, self care, communication, basic knowledge, practical skills and body usage.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Must be familiar with administrative guide.

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Trainable mentally retarded

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Moderate to profoundly mentally retarded

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Habile index scale, habilitation level

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

None

TECHNICAL ASPECTS

VALIDITY: Not reported

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

Developmental in content construction

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Verbal Language Development Scale

PUBLISHER: American Guidance Services, Inc.
Publishers Building
Circle Pines, Minnesota 55014

COPYRIGHT DATE: 1958-59

COST: 3.00 PER: set

NUMBER OF LEVELS:

NUMBER OF FORMS: 1

SUBTESTS:

Language development and speech impairment

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Directions are brief. Scoring is interpretive.

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Pre-school to 10th grade

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Verbal language problems

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Language

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Language age

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Item definitions tend to be global; i.e., open to examiner interpretation

TECHNICAL ASPECTS

VALIDITY: Extremely limited

RELIABILITY: Extremely limited

OTHER TECHNICAL CONSIDERATIONS:

Children exhibiting visual-perceptual or visual-motor problems will be somewhat penalized.

ADDITIONAL COMMENTS

Designed to be administered to an informant regarding a child's performance on primarily verbal tasks.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Vineland Social Maturity Scale

PUBLISHER: American Guidance Service, Inc.
Publishers Building
Circle Pines, Minnesota 55014

COPYRIGHT DATE: 1965

COST: 8.00 PER: Technical Manual; 2.00 per 25 record blanks; 1.35 per condensed manual

NUMBER OF LEVELS:

NUMBER OF FORMS:

SUBTESTS:

Six categories of development are measured: Self-help, self-direction, communication, socialization, locomotion and occupation.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 20-30 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Scored through interview with parent or other person in daily contact with child.

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Birth to maturity

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Potential for use with all handicapped population

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

The major use of this test has been with the mentally retarded.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Social quotient and social age

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Questions should be asked in a general way to elicit specific data to avoid respondent's tendency to give answers favorable to himself or subject.

TECHNICAL ASPECTS

VALIDITY: Comparison between normals and mentally defectives

RELIABILITY: Retest reliability is .92

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

The items of the scale are arranged in order of increasing average difficulty and represent progressive maturation in each of the subtest areas.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Wepman Auditory Discrimination Test

PUBLISHER: Language Research Associates, Inc.
175 East Delaware Place
Chicago, Illinois 60611

COPYRIGHT DATE: 1958

COST: 6.00 PER: Test manual

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 2

SUBTESTS:

None

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 5-10 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

This test is used most often as a screening test of children's auditory discrimination abilities.

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

5-8 years

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Auditory discrimination

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Hearing is required

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Error score

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Child must have concept of alike or different

TECHNICAL ASPECTS

VALIDITY: Adequate

RELIABILITY: Test-retest coefficients of .91 (N=105) and .95 (N=279)

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

Consistent pronunciation and articulation of words is required for optimal test results.

CORRC / RRC TEST MATRIX
Individual Test Descriptions

IDENTIFYING INFORMATION

TEST TITLE: Wide Range Achievement Test

PUBLISHER: Psychological Corporation (The)
304 East 45th Street
New York, New York 10017

COPYRIGHT DATE: 1965

COST: 4.40 PER: 50 (1 pkg.); 3.10 per Manual

NUMBER OF LEVELS: 2

NUMBER OF FORMS: 1

SUBTESTS:

Reading, arithmetic, spelling

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 20-30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

None

EXAMINEE APPROPRIATENESS

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Level I - Intended for children 5-0 to 11-11.
Level II - Intended for children 12-0 to adulthood.

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

No

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Vision and speech are necessary

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Grade, percentile, standard score

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

No equivalent forms

TECHNICAL ASPECTS

VALIDITY: Appears to have content validity for sight word recognition or decoding skills

RELIABILITY: For reading subtest - Level I - .981-.933;
Level II - .983-.988 (from Manual)

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

It is possible by making note of the subject's responses and attempts at reading words, to obtain a good idea of the child's word attack skills or lack of them.